

**Main Criteria:** Hawaii Content and Performance Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**Hawaii Content and Performance Standards**

**Science**

Grade: 1 - Adopted: 2007

<b>CONTENT STANDARD / COURSE</b>	<b>HI.SC.1.2.</b>	<b>The Scientific Process: NATURE OF SCIENCE: Understand that science, technology, and society are interrelated</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>TOPIC: Science, Technology, and Society</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SC.1.2.1.</b>	<b>Explain why people create technological devices</b> <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
<b>CONTENT STANDARD / COURSE</b>	<b>HI.SC.1.2.</b>	<b>The Scientific Process: NATURE OF SCIENCE: Understand that science, technology, and society are interrelated</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>TOPIC: Unifying Concepts and Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SC.1.2.2.</b>	<b>Describe a variety of changes that occur in nature</b> <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us
<b>CONTENT STANDARD / COURSE</b>	<b>HI.SC.1.3.</b>	<b>Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>TOPIC: Cycles of Matter and Energy</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SC.1.3.1.</b>	<b>Identify the requirements of plants and animals to survive (e.g., food, air, light, water)</b> <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us

**Hawaii Content and Performance Standards**

**Social Studies**

Grade: 1 - Adopted: 2007

<b>CONTENT STANDARD / COURSE</b>	<b>HI.SS.1.3.</b>	<b>History: HISTORICAL CONTENT-Understand children, people, and groups in time and place</b>
<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>TOPIC: A Child's Place in History</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SS.1.3.1.</b>	<b>Compare own life with those of children in history</b> <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
<b>CONTENT STANDARD / COURSE</b>	<b>HI.SS.1.3.</b>	<b>History: HISTORICAL CONTENT-Understand children, people, and groups in time and place</b>

STANDARD / PERFORMANCE INDICATOR / DOMAIN		TOPIC: Significant Events in American History
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.3.2.	Describe the lives of people who significantly impacted American history  <u>Virtual Field Trips</u> Grade 2 - Early Americans Washington, DC - Grades K - 5
CONTENT STANDARD / COURSE	HI.SS.1.4.	Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives
STANDARD / PERFORMANCE INDICATOR / DOMAIN		TOPIC: Principles and Values of Democracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.4.3.	Explain historical symbols of American nationalism  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.4.4.	Explain shared democratic values, including equality, common good, and individual rights  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
CONTENT STANDARD / COURSE	HI.SS.1.6.	Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY- Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time
STANDARD / PERFORMANCE INDICATOR / DOMAIN		TOPIC: Cultural Systems and Practices
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.6.1.	Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends  <u>Virtual Field Trips</u> Grade 2 - Early Americans
CONTENT STANDARD / COURSE	HI.SS.1.8.	Economics: RESOURCES, MARKETS, AND GOVERNMENT- Understand economic concepts and the characteristics of various economic systems
STANDARD / PERFORMANCE INDICATOR / DOMAIN		TOPIC: Limited Resources and Choice
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.8.1.	Compare needs and wants  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
CONTENT STANDARD / COURSE	HI.SS.1.8.	Economics: RESOURCES, MARKETS, AND GOVERNMENT- Understand economic concepts and the characteristics of various economic systems
STANDARD / PERFORMANCE INDICATOR / DOMAIN		TOPIC: Economic Interdependence

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.8.2.	Explain how people trade or use money to obtain goods and services  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
CONTENT STANDARD / COURSE	HI.SS.1.8.	Economics: RESOURCES, MARKETS, AND GOVERNMENT- Understand economic concepts and the characteristics of various economic systems
STANDARD / PERFORMANCE INDICATOR / DOMAIN		TOPIC: Role and Function of Markets
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SS.1.8.3.	Define various goods (things that people need or want) and services (jobs people perform that satisfy people's needs or wants)  <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

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